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| SECONDARY  Scope and Sequence Investigation | | | |
| TEACHER NAME: **Theresa Haley,**  **Howard Mulvihill.** | | Content: **Science.**  **Grade level: 7**  **Considerations for Special Education are included.** | |
|  | | | |
| Course | Sub Units COVERED | | |
| **Water** | Water Cycle- |  |  |
| Water pollution |  |  |
|  |  |  |
| **Oceans** | Water density and temperature (water currents) |  |  |
| Water quality for freshwater organisms |  |  |
| Understanding waves |  |  |
| **Weather** | Meteorologist for a day |  |  |
| High and low pressure systems |  |  |
| Acid rain pollution |  |  |
|  |  |  |  |
|  |  |  |
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**PART II – Potential mini-project ideas**

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| **Salty water:** To determine how the ocean gets salt. Use video from The Discovery Channel and perform experiment. |  |
| **Tides:** To determine the effect of centrifugal force on tides. |  |
| **Currents:** To observe currents in the ocean caused by differences in salt content.  **Currents:** To observe how water shapes the landforms of our planet. (3 different experiments). |  |
| **Floater:** To demonstrate the position of an iceberg in water. |  |
| **Clean Up:** To demonstrate a way to clean up an oil slick. |  |

**PART III – Ideas for tools to use with mini-project ideas**

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| **All tools needed to do activities are on the handout sheets. The messy experiments and those we are not equipped can be done at home.**  **Example: The water causing changes in land forms can be done at home and the results (although predictable) can be illustrated and compared to the rest of the class.** |  |
| **VIDEOS ABOUT WATER INCLUDING: conservation, and how the melting glaciers and ice caps affect our lives.** |  |
| **Fights over water rights (then and now).** |  |
| **How a dam helped us win World War II.**  **(A great tie in to History Class).** |  |
| **Petition banning the use of water. (Penn and Teller video). (outside activity).** |  |

My Notes: There are enough experiments and different directions for this lesson to in that I think it depends on the school, resources, and students to drive the direction of the lessons.

**Modifications for Special Education:**